Say Something

*It is more critical for dependent readers to talk about texts DURING the reading experience than AFTER it.” The Say Something is just one of the ways that these readers can do exactly that.*

**What Is It?** The Say Something is a strategy that interrupts a student’s reading of a text, giving him or her a chance to think about the reading. Those thoughts are then shared out with partners and small groups during the reading process. The partner or group then offers a response before continuing on with the reading.

**What Does It Do?** This strategy helps students comprehend text by making them stop periodically in their reading to make a prediction, ask a question, clarify a confusion, comment on what’s happening, or connect what’s in the text to something they know.

**How Do I Use It?** *Step 1: First, model the strategy*.

* If you can find a colleague to model the strategy with you, conduct a Say Something on a brief piece of text, showing a wide range of responses—specific questions, connections, predictions, etc. If you must model the strategy alone, type out the dialogue instead and put on an overhead so all can see it.

*Step 2: Explain the procedure to students*.

* Go over the “rules” of the Say Something with students (a poster or handouts with the strategy are a must until students master the technique).
* Tell students to stop and say something after every three or four paragraphs. They should be: 1) making a prediction, 2) asking a question, 3) clarifying a misunderstanding, 4) making a comment, or 5) making a connection. Providing students with sentence starters can help more dependent readers be able to say something.
* One the “say something” has been shared, partners are to offer a response to what was said. In particular, partners should try to answer any questions that are brought up. If questions can’t be answered, they should be written down and brought up

*Step 3: Have students practice on short text*.

* Have students practice using the technique on just a few paragraphs or poems before asking them to use it with longer assignments.

*Step 4: Model frequently for best results.*

Rules for

“Say Something”

1. With your partner, decide

who will “say something” first.

2. When you say something, do one or more of the following:

* Make a prediction
* Ask a question
* Clarify something you had misunderstood
* Make a comment
* Make a connection

3. If you can’t do one of the five things, then you need to reread.

“Say Something Starters”

Make a Prediction

* *I predict that…*
* *I bet that…*
* *I think that…*
* *Since this happened (fill in detail) then I bet the next thing that is going to happen is…*
* *Reading this part makes me think that this (fill in detail) is about to happen…*
* *I wonder if…*

“Say Something Starters”

Ask a Question

* *Why did…*
* *What’s this part about…*
* *How is this (fill in detail) like this (fill in detail)…*
* *What would happen if…*
* *Why…*
* *Who is…*
* *What does this section (fill in detail) mean…*
* *Do you think that…*
* *I don’t get this part here…*

“Say Something Starters”

Clarify Something

* *Oh, I get it…*
* *Now I understand…*
* *This makes sense now…*
* *No, I think it means…*
* *I agree with you. This means…*
* *At first I thought (fill in detail), but now I think…*
* *This part is really saying…*

“Say Something Starters”

Make a Comment

* *This is good because…*
* *This is hard because…*
* *This is confusing because…*
* *I like the part where…*
* *I don’t like this part because…*
* *My favorite part so far is…*
* *I think that…*

“Say Something Starters”

Make a Connection

* *This part reminds me of…*
* *This part is like…*
* *This character is like (another character) because…*
* *This is similar to…*
* *The differences are…*
* *I also (name something in the text that has also happened to you)…*
* *I never (name something in the text that has never happened to you)…*
* *This character makes me think of…*
* *This setting reminds me of…*